Brevard Public Schools
THE FUTURE OF FLORIDA'S SPACE COAST

Merritt Island
High School
Instructional Handbook
2023-2024
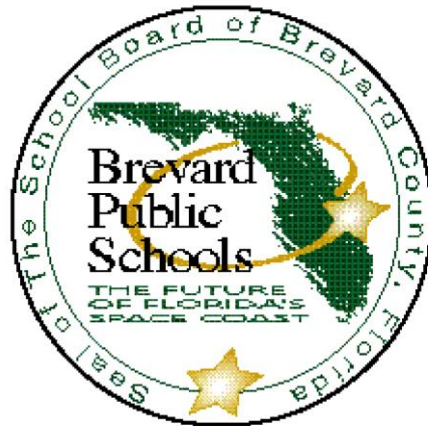
Table of Contents

DISTRICT GENERAL INFORMATION

Selecting a Program of Study

Students should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist students and parents in meeting those requirements. Schools may supplement this booklet with information unique to an individual school. As always, please consult your counselor and teachers for additional information concerning course content and selection.

Course Load

All students in grades 9-12 in senior high schools must attend the regularly scheduled instructional day of 7 periods per day (non block) or 4 periods per day (block).

Note: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard School Board action.

PROMOTION REQUIREMENTS

9th Grade to 10th Grade

1. Enrollment - Been enrolled one (1) year in the 9-12 sequence;
2. Credits - Earn at least five (5) credits (block schools – six (6) credits);
3. Attendance - Meet the district attendance requirements.

10th Grade to 11th Grade
1. Enrollment - Been enrolled two (2) years in the 9-12 sequence;
2. Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
3. Earn two (2) credits in language arts;
4. Earn two (2) credits in mathematics;
5. Attendance - Meet the district attendance requirements.

11th Grade to 12th Grade
1. Enrollment - Been enrolled three (3) years in the 9-12 sequence;
2. Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
3. Earn three (3) credits in language arts;
4. Earn three (3) credits in mathematics;
5. Attendance - Meet the district attendance requirements.

NOTES:
- Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- To be classified as a freshman (9th grade), a student must have been promoted from grade eight (8).
- Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to students who are in a planned acceleration program. (Early High School Graduation option). (s.1003.4281 F.S.)
  - o The term "early graduation" means graduation from high school in less than eight (8) semesters or the equivalent.
  - o A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. However, per FSHAA (bylaw 9.2.2.7) if a student is not enrolled in school he or she is not able to participate in sports.
  - o A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. F.S. 1003.4281 (3).
  - o For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

- o Students who plan to graduate early should be classified as 12th graders with the following:
  - Mid-Year Graduation – at the beginning of the 1st semester of the last year or if the waiver is approved during the 1st semester, as soon as the waiver is approved.
  - Early Graduation – at the beginning of the 2nd semester, or if the waiver is approved during the 2nd semester, as soon as the waiver is approved.
- Students who meet the promotion requirements shall be reclassified each semester. Credits for grade level classification may be waived for students who are approved for Early or Mid-Year Graduation or for students who are enrolled in an approved Performance Based Diploma Plan through the Alternative Education Program. At a minimum, a student considered for such a waiver must have taken the statewide, standardized assessment either as a 9th or 10th grade student.

GRADUATION REQUIREMENTS

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting and graduating students to or from the various schools of the district. (s. 1003.02(1)(a), F.S.) Additionally, a district school board must adopt courses of study for use in the schools of the district. (s. 1003.02(1)(d)2, F.S.)

To be awarded a high school diploma, a student must have completed the following:

1. Completed all credit requirements as defined by:
   a. Brevard Public Schools twenty-six (26)-Credit (or thirty (30) credits at block schools) Graduation Option (see the following "High School Graduation Charts" for credits and optional Diploma Designations), or
   b. International Baccalaureate (IB) curriculum requirements, or
   c. Advanced International Certificate Education (AICE) curriculum requirements, or
   d. Early High School Graduation requirements (s. 1003.4281 F.S.), or
   e. Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma requirements (s. 1002.3105 F.S.)
2. Met the district attendance requirements and be enrolled at the graduation school for at least the last semester;
3. Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
4. Demonstrated satisfactory mastery of the Student Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
5. A minimum cumulative un-weighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
6. Received the principal's approval for graduation.

HIGH SCHOOL GRADUATION CHART

The following page provides a chart that list the specific graduation requirements for students currently in high school. In addition to the Standard High School Diploma, students have the option to earn a Scholar Designation and/or a Merit Designation.

Brevard Public Schools High School Graduation Requirements

Subject Area	26-Credit Graduation Requirements (30-Credits Block Schools)
English Language Arts (ELA)	4.0 credits in English Language Arts 1, 2, 3, 4 — English Language Arts Honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement - Must pass the statewide, standardized Grade 10 ELA assessment (or earn a concordant score) in order to graduate with a Standard High School Diploma
Mathematics	4.0 credits, one must be Algebra 1 and one must be Geometry - For students who begin high school math credits in middle school, it is strongly recommended that Mathematics be taken all years of high school to ensure that students are meeting readiness expectations for college and career. Many colleges will expect continuous enrollment of Mathematics courses while the student is in high school. 3.0 of the Math credits must be earned in grades 9-12 - Must pass Algebra 1 EOC if Algebra 1 is taken after 2010-2011 (or earn a comparative score) in order to graduate with a Standard High School Diploma - Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry) - Several Computer Education courses count as math courses (except for Algebra 1 and Geometry). See your counselor for more information.
Science	3.0 credits in science must include either: — 1.0 credit each in Biology, Chemistry, and Physics (strongly recommended), *OR* — 1.0 credit each in Physical Science, Biology and Equally Rigorous Science course - Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology). - Several IB Computer Education courses count as EQ science courses. See your counselor for more information.
	Students must complete 4.0 Science credits OR 4.0 Social Studies credits
Social Studies	3.0 credits in social studies must include: — 1.0 credit in World History — 1.0 credit U.S. History — 0.5 credit in U.S. Government — 0.5 credit in Economics with Financial Literacy - Must take U.S. History EOC which will count for 30% of final course grade
World Languages	2.0 sequential credits in the same language are required for admission into Florida state universities and for Bright Futures eligibility. Many competitive schools (in state and out-of-state) require 3-4 credits of World Language.
Performing Fine Arts	1.0 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)
Physical Education	1.0 credit in Health Opportunities for Physical Education (HOPE), which includes Compression Only CPR
Career Research and Decision Making	0.5 credit (the course also satisfies the requirements of Statute 1003.42(2)(s) for Character Development Curriculum)
Electives	8.5 credits (12.5 credits block schools)
Online Course	1 course within the 26 credits
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale
Rigorous Course Requirements	Students will be required to complete a program of study in at least one of the following areas: 3.0 credits in any combination of approved Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or approved Honors courses, *OR* 3.0 or more credits in a Career & Technical Education Program of Study which will be used to complete a sequential career and technical education program resulting in a credential endorsed by a national, state, or local industry, *OR* 4.0 or more credits in sequential Performing Fine Arts courses that lead to College and/or Career Readiness

NOTES:
- The following courses include EOC assessments which count as 30% of the Final Course Grade: Algebra 1, Geometry, Biology, and U.S. History.
- Based on individual student needs, the 4th additional science credit may be chosen from any EQ Science or Non-EQ Science course
- Participation in a FHSAA interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in HOPE.
- Completion of two years in a Reserved Officer Training Corps (R.O.T.C) class shall satisfy the 1.0 credit requirement in HOPE **AND** the 1.0 credit requirement in performing fine arts.
- The number of credits required for graduation for students who enter a block schedule school from a non-block school will be decreased by 0.5 credits for each semester the student was in a non-block school.
- The Credit Acceleration Program (CAP) - allows a student to earn high school credit if the   student passes an advanced placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course.

Revised 2-1-2023   Section 1003.4282, Florida Statutes (F.S.)

High School Instructional Handbook   3   2023-2024

What Students and Parents Need to Know

Diploma Designations

Scholar Diploma Designation
In addition to meeting the Standard High School Diploma requirements:
- Pass Geometry EOC (beginning with the graduating class of 2018)
- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course)
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.

A student is exempt from taking the Biology 1 or U.S. History EOC if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

Merit Diploma Designation
In addition to meeting the Standard High School Diploma requirements:
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

Florida Seal of Biliteracy Diploma Designation
The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more world languages in addition to English. The Gold or Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has:
- Earned 4 world language course credits in the same world language with a cumulative 3.0 GPA or higher,
- Achieved a qualifying score on a world language assessment, OR
- Satisfied alternative requirements as determined by the State Board of Education.

Online Course Requirement

A student may satisfy the online course graduation requirement by:
- Completion of an online high school level course taken in grades 6 through grade 12, OR
- Completion of a course in which a student earns a nationally recognized Industry Certification in Information Technology that is identified on the CAPE Industry Certification Funding List.

The online requirement does not apply to:
- A student who has an individual education plan which indicates that an online course would be inappropriate OR
- An out of-state transfer student who is enrolled in a Florida high school and has 1 academic year or less remaining in high school.

What are the Graduation Requirements for Students With Disabilities?

Two (2) options are available only to students with disabilities. Both require the 26 credits listed and both allow students to substitute a career and technical (CTE) course with related content for one (1) credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.

What are the Public Postsecondary Options?

STATE UNIVERSITY SYSTEM

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first- time-in-college student must meet the following minimum requirements:
- High school graduation with a standard diploma
- Admission test scores
- 16 Credits of approved college preparatory academic courses
    - 4 English
    - 4 Mathematics (Algebra I level and above)
    - 3 Science
    - 3 Social Science
    - 2 World Language (sequential, in the same language)
- 2 approved electives
    http://www.flbog.edu/forstudents/planning

THE FLORIDA COLLEGE SYSTEM

The 28 state colleges offer career-related certificates and   two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System   institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary   coursework will be admitted to an associate degree program.

http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml

CAREER AND TECHNICAL CENTERS

Florida also offers students 48 accredited career and   technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible   for students and provide industry-specific education and training for a wide variety of occupations.

http://www.fldoe.org/academics/career-adult-edu/dist-ps-instit.stml

Where is Information on Financial Aid Located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit:

http://www.floridastudentfinancialaid.org/.

Where is Information on the Bright Futures Scholarships Located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit:

http://www.floridastudentfinancialaid.org/SSFAD/bf/.

Can a Student Graduate Early?

Yes, a student who completes all the program   requirements for a standard diploma may graduate in fewer than eight semesters.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)
(s. 1002.3105(5) F.S.)

A student who meets all the requirements of s. 1003.4282(3)(a)-(e), (English, Math, Science, Social Studies and Performing/Fine Arts credits), earns three credits in electives and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the Career and Technical Education (CTE) pathway option. The student must meet the requirements of **s.1003.4282(3)(a)-(d) F.S.,** complete two credits in career and technical education which result in a program completion and an industry certification, complete two (2) credits in work-based learning programs, and earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

CERTIFICATE OF COMPLETION

A certificate of completion will be awarded to students who earn the required credits needed for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted in accordance with Section 1008.22(3)(c)2., F.S., or participation in a statewide assessment has been exempted in accordance with Section 1008.212 or 1008.22(9).

EXCEPTIONAL STUDENT EDUCATION DIPLOMA OPTIONS

Beginning with the 2014-15 9th grade cohort, students with disabilities will have the following diploma options based on Florida Administrative Code Rule 6A-1.09963.

Standard Diploma-General Education:
Students with disabilities entering grade nine may attain a standard diploma and earn standard diploma designations by meeting the requirements referred to in the Senior High Student Progression Plan.

Standard Diploma-Access Points:
The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the student's skills and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. For specific requirements, please refer to the "Standard Diploma- Access Point Pathway" chart or contact the Office of ESE Program Support at (321) 633-1000 extension 11520.

Standard Diploma-Academic and Employment:
The Standard Diploma-Academic and Vocational pathway includes requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. In addition to the academic requirements, the pathway also includes employment requirements. Such employment must be at minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours per week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester. For specific requirements, please refer to the "Standard Diploma- Academic Employment Pathway" chart or contact the Office of ESE Program Support at (321) 633-1000 extension 11520.

Certificate of Completion:
Students being supported by ESE services, except students eligible for the Gifted Student Program, working towards a Standard Diploma, may participate in all commencement exercises by earning a certificate of completion. A certificate of completion will be awarded to students who earn the required credits required for graduation, but who do not achieve the required grade point average or who do not pass required assessments unless a waiver of the results has been granted.

Standard Diploma Access Point Pathway

Subject Area	Credits	Courses
English/LA	4.0	* Access English I, II, III, IV * Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio

Mathematics	4.0	* Access Algebra 1
		* Access Geometry
		* Two other math courses
		* Proficient score on the Access Algebra 1 assessment
		  - Results may be waived when mastery of standards is documented through a portfolio
		* Must take Geometry alternate assessment which will count for 30% of final course grade
		  - Results may be waived when mastery of standards is documented through a portfolio

Science	3.0	* Access Biology * Two other equally rigorous science courses * Must take Biology alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Social Studies	3.0	* Access World History, Access U.S. History, Access U.S. Government, and Access Economics with Financial Literacy * Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
Performing/Fine Arts	1.0	* 1.0 credit in fine or performing arts, speech and debate, or practical arts
Physical Education	1.0	* 1.0 credit in Health Opportunities for Physical Education (HOPE)
Electives	8.0	* 1 credit must be in Self-Determination, Transition Planning, or other career planning course
GPA		* Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale
Online Course		* 1 course within the 24 credits - May be waived by the IEP team per s. 1003.4282(4), F.S.
Total	24	

Notes:

Assessments: Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.

Portfolios: For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.

Certificate of Completion: Will be awarded to students who earn the required 24 credits but fail to pass the assessments under s. 1008.22 (unless result waiver granted) and/or achieve a 2.0 GPA.

Standard Diploma Academic Employment Pathway

ESE Academic <u>and</u> Employment	**Standard Diploma – Academic Employment Pathway**		Revised 12-1-2021
Subject Area	**Credits**	**Courses**	
English (LA)	4.0	• ELA 1, 2, 3, 4 • Honors, AP, AICE IB and Dual Enrollment courses may satisfy this requirement • Must pass statewide Grade 10 Reading assessment (or concordant scores) – Results may be waived when mastery of standards is documented through a portfolio	

Mathematics	4.0	• Algebra 1
		• Geometry
		• Two other math courses
		• Must take Algebra 1 EOC and Geometry EOC which will count for 30% of final course grade
		  – Results may be waived when mastery of standards is documented through a portfolio
		• Must pass Algebra 1 EOC (or comparative score)
		  – Results may be waived when mastery of standards is documented through a portfolio
		• Industry certification that leads to college credit may substitute for up to 2.0 mathematics credits (except for Algebra 1 and Geometry)	

Science	3.0 or 4.0	• Biology 1 • Two other equally rigorous science courses • Must take Biology alternate assessment which will count for 30% of final course grade – Results may be waived when mastery of standards is documented through a portfolio • Industry certification that leads to college credit may substitute for up to 1.0 science credit (except for Biology).	
Students must complete 4.0 Science credits OR 4.0 Social Studies credits			
Social Studies	3.0 or 4.0	• 1.0 credit in World History • 1.0 credit U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics with Financial Literacy • Must take U.S. History EOC which will count for 30% of final course grade	
Performing Fine Arts	1.0	• 1.0 credit in fine or performing arts, speech and debate, or practical arts	
Physical Education	1.0	• 1.0 credit in Health Opportunities for Physical Education (HOPE)	
Electives	9.0	• 0.5 credit <u>must</u> be an employment based course which includes paid employment	
Grade Point Average (GPA)		• Cumulative Grade Point Average (GPA) of 2.0 on a 4.0 scale	
Online Course		• 1 course within the 26 credits – May be waived by the IEP team per s. 1003.4282(4), F.S.	
Total	**26**		

<u>Notes</u>:

<u>Goals/Objectives Requirement</u>: Documented achievement of all annual goals and short-term objectives for academic and employment competencies, including industry certifications and occupational completion points specified in the student's transition plan.

<u>CTE Course Substitutions</u>: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/

<u>Employment Requirement</u>: At a minimum wage or above for the number of hours a week specified in the student's completed and signed employment transition plan for the equivalent of at least one (1) semester.

<u>Assessments</u>: A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to **s. 1008.22(3)(c) F.S.**, must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in, **s. 1003.572, F. S**.

<u>Certificate of Completion</u>: Will be awarded to students who earn the required 26 credits but fail to pass the assessments under **s. 1008.22, F.S.,** (unless result waiver granted) and/or achieve a 2.0 GPA.

ACCELERATED PROGRAMS

State regulations provide opportunities for schools and colleges to offer students programs for acceleration. Detailed information concerning these programs may be obtained from the school counselors. Students and parents need to review college and university graduation requirements for their intended course of study.

Students who have demonstrated readiness to pursue college level work while still in high school are afforded the opportunity to do so by participating in the following programs:

Credit Acceleration Program (CAP)
The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for graduation through the passage of an end-of-course assessment administered under **s. 1008.22, F.S.**, an Advanced Placement Examination, or a College Level Examination Program (CLEP). Notwithstanding **s. 1003.436, F.S.**, the District shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The District shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment, **s. 1003.4295(3), F.S.**

Advanced Placement (AP):
Advanced Placement (AP) is the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Students who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to students who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to students presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AP course are required to take the AP Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s. 1007.27(5) F.S.)

> Brevard Public Schools Advanced Placement Diploma:
> To earn the District's Advanced Placement Diploma, students must participate in at least six (6) full-year Advanced Placement (AP) courses (or a combination of full-year courses and semester courses totaling six (6) credits) earning scores of three (3) or higher on the exams for those courses. Students who complete this specified cluster of AP courses may accelerate the first year of college through early completion of lower division general education requirements.

> AP Capstone Diploma
> A new opportunity for District students at participating schools is the Capstone Diploma. Students who earn three (3) or higher on the AP Seminar and AP Research exams and on four (4) additional AP exams of their choosing will receive the AP Capstone Diploma. The AP Seminar and Research Certificate is awarded to students who earned three (3) or high on both the AP Seminar and AP Research exams.

International Baccalaureate (IB):
The International Baccalaureate (IB) Program is the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Program administered by the International Baccalaureate Office. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in IB receive credit toward high school graduation. Postsecondary credit for an IB course shall be awarded at Florida public colleges/universities to students who score a minimum of four (4) on a seven (7)-point scale on the corresponding IB exam. Although most colleges and universities grant IB and/or credit to students presenting IB Examination grades of four (4) or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an IB course are required to take the IB Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(7) F.S.)

Advanced International Certificate of Education Program (AICE):
The Advanced International Certificate of Education (AICE) Program is the curriculum whereby students are enrolled in programs of study offered through the Advanced International Certificate of Education Program administered by the University of Cambridge Local Examinations Syndicate. Examinations are administered at high school sites in May and June of each year. Students who successfully complete the course work in AICE receive credit toward high school graduation. Postsecondary credit for an AICE course shall be awarded at Florida public colleges/universities to students who score a minimum of E on an A-E scale on the corresponding AICE exam. Although most colleges and universities grant AICE and/or credit to students presenting AICE Examination grades of E or higher, policies on awarding college credit are the decision of the individual institution. All students enrolled in an AICE course are required to take the AICE Exam. Students shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination. (s.1007.27(8) F.S.)

Dual Enrollment (DE):
The dual enrollment program shall be the enrollment of an eligible secondary student, who is on track to meet promotion and graduation requirements as per the District's Student Progression Plan, in a postsecondary course creditable toward a high school diploma and a vocational certificate or an associate or baccalaureate degree. s.1007.271(1) F.S.

Applied academics for adult education instruction, developmental education, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program. (1007.271(2) F.S.)

Eastern Florida State College (EFSC) dual enrollment students are exempt from the payment of registration, tuition and lab fees. Required textbooks will be issued free of charge to public school dual enrollment students for use during the term. All textbooks issued to the students must be returned to the school before textbooks can be issued for the next term. Purchase of workbooks, lab manuals, and other recommended materials are the responsibility of the students. Students in dual enrollment may not drop or withdraw from a course without first consulting with their school counselor and their parent/guardian, and then follow the college withdrawal procedure. EFSC requires the school counselor and parent signatures on the withdrawal form.

Student eligibility requirements for initial enrollment in college credit dual enrollment courses includes:
- Student is on track to meet promotion and graduation requirements as per the Board Student Progression Plan,
- State unweighted cumulative high school GPA requirement for the selected program of study:
  - Academic Dual Enrollment   3.0
  - College Credit Certificate   2.5
  - Postsecondary Adult Vocational Certificate   2.0
- Minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Student continues to be on track to meet promotion and graduation requirements as per the District's Student Progression Plan
- Student must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses),
  - Academic Dual Enrollment   3.0
  - College Credit Certificate   2.5
  - Postsecondary Adult Vocational Certificate   2.0

A student who fails to meet the above requirements will be ineligible for dual enrollment for a period of one (1) school term.

Students are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term

A student who withdraws from two (2) EFSC courses in one (1) term will be considered ineligible for dual enrollment in the next term.

If a student withdraws from an EFSC course and does not notify the school in five (5) school days, the student is ineligible for dual enrollment for two (2) school terms.

Unqualified students may not sit in a dual enrollment class under a high school number. Under limited circumstances, a student may be permitted by exception to enrollment in a dual enrollment Early Childhood Education Program offered at the high school with lower than the required GPA. There are no other GPA exception waivers available for any academic or career technical courses that are offered at the EFSC campus or on the high school campus.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

Early Admission (EA)/Full-time Dual Enrollment:
Early admission is a form of dual enrollment through which eligible first semester seniors may enroll in a postsecondary institution instead of their high school of attendance in courses creditable toward the high school diploma and the associate or baccalaureate degree or a vocational certificate. Full-time dual enrollment students must enroll in at least four courses totaling 12 college credit hours or more for the term and earn a sufficient number of credit hours in appropriate courses during the term to meet high school graduation requirements by the end of their senior year. One credit laboratory courses do not count towards the 12 credit hours or four-course count. It is recommended that students enroll in 5 courses per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant this subsection are exempt from the payment of registration, tuition, and laboratory fees.

Early Admissions is in lieu of the senior year of high school and is available for students on the 26 credit track. It is available to students who have completed the following:
- Completed their junior year
- Completed all required courses for graduation in Brevard County with the exception of up to 1.0 high school credit each in English, Science, Social Studies and Math. These must be completed at the college.
- Met GPA and other admission requirements
- Been recommended by a high school counselor and received prior approval of the high school principal.

Students participating in the early admission program may be awarded a high school diploma after completing two semesters with 26 credits with an overall un-weighted GPA of 2.0 or higher and meeting the high school graduation requirements.

Students in early admission or dual enrollment may not drop a course without first obtaining permission from the principal. Early admission and full-time dual enrollment students are expected to enroll in and successfully complete (2.0 un-weighted college GPA) a minimum of 12 credit hours each semester.

Students in early admission or dual enrollment may not drop a course without first obtaining permission from the principal. Early admission and full-time dual enrollment students are expected to enroll in and successfully complete (2.0 un-weighted college GPA) a minimum of twelve (12) credit hours each semester. If a student falls below the required twelve (12) credit hours, they will no longer be considered an early admission or full-time dual enrollment student and will be required to return to the high school and take the required seven (7) courses.

Early admission and full-time enrollment students remain eligible to participate in all extracurricular and graduation activities at their high school of attendance in accordance with the District's rules.

Early admission and full-time dual enrollment students must take four (4), but no more than five (5) courses, totaling at least twelve (12) credit hours each semester. Based on their strong academic record, students with a

cumulative unweighted high school GPA of 3.5 may register for six (6) courses each term with their high school's approval. Students may exceed the total number of allowable courses through the Early College Credit Option (ECCO) administered by the College. ECCO courses do not count towards high school graduation requirements; tuition and textbook costs must be paid by the student.

Advance Standing Credit Program
Students may earn state college credit by completing high school career and technical courses in selected job preparatory programs that have an articulated advance standing credit program agreement. State college credit will be awarded after the student has graduated from high school and is enrolled in and successfully completes one semester at Eastern Florida State College in the program for which the advance standing credit is to be awarded.

<div align="center">

DISTANCE LEARNING

</div>

Full-time students may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may be taken through distance learning provided that:
1. the principal approves the course(s) prior to enrollment,
2. the course content is comparable to the district-adopted course(s), and
3. the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.)

The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.

District Virtual Instruction Program– s. 1002.45 F.S.:
In accordance with s. 1002.45, F.S., Brevard Public Schools offers eligible students full-time and part-time virtual instruction options in grades K-12. Additional information regarding all enrollment types is available at: http://www.brevardschools.org/BrevardVirtual.

Florida Virtual School (FLVS) s. 1002.37 F.S.
In accordance with **s. 1002.37, F.S.**, Florida Virtual School (FLVS) offers fully accredited, online courses aligned with the Florida Standards. The District shall provide students with access to enroll in courses available through FLVS and award credit for successful completion of such courses. Access shall be available to students during or after the normal school day, and through summer school enrollment, **s. 1001.42(23), F.S.**

Florida Virtual School may provide full-time and part-time instruction for students in kindergarten through grade twelve (12).

Section 1002.37, F.S., allows for *course acceleration*, rather than *grade level acceleration*. Prior to placement in an accelerated course, the school administration must determine that enrollment is academically appropriate. This may be accomplished through the administration of District required assessments, teacher-made assessments, independent class work and/or review of other pertinent data. If a student is enrolled in an FLVS course, then this course will *replace* the same subject area, grade-level course in the student's daily schedule.

Brevard Public Schools operates a franchise of the Florida Virtual School, Brevard Virtual School (BVS). BVS offers full and part-time enrollment to students in grades 6-12 who reside in Brevard County and are eligible to attend a traditional Brevard Public School. BVS utilizes the FLVS learning management system and their curriculum, taught by Brevard Public School teachers.

Public school students receiving full-time instruction in kindergarten through grade twelve (12) by the Florida Virtual School must take all statewide standardized assessments required pursuant to s. 1008.22. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide end-of-course assessments required pursuant to s. 1008.22.

Unless an alternative testing site is mutually agreed to by the Florida Virtual School and the school district or as contracted under s. 1008.24, all statewide, standardized assessments must be taken at the school to which the student would be assigned according to district school board attendance areas. A school district must provide the student with access to the school's testing facilities.

Integrity of Online Courses - 1002.321(5) F.S.
It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

GRADING SCALE

The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100=	A
80 - 89 =	B
70 - 79 =	C
60 - 69 =	D
0 - 59 =	F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five

GRADE POINT AVERAGE (GPA)

Unweighted GPA
The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	All Courses
A	4
B	3
C	2
D	1
F	0

Weighted GPA
The cumulative weighted grade point average includes additional weight for Dual Enrollment (DE), Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses, as well as Level 3 (Advanced) high school courses. Note: School districts must weight dual enrollment courses the same as advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Grade	Other Courses	Level 3 Courses	Dual Enrollment/ AP/IB/AICE Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1	1
F	0	0	0

GRADE FORGIVENESS POLICY

High School
Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course.

> (Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.)

Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F", with a grade of "C" or higher, earned subsequently in the same, comparable, or another course.

Middle School
The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F". In such case, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher earned subsequently in the same or comparable course.

> (Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.)

High School and Middle School
In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

(*Explanatory Note*: Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that student's record to delete the first grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.)

RANK-IN-CLASS

Rank-in-class shall be for the purpose of college admissions and scholarship applications. The release of such individual student information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative un-weighted GPA. State universities in Florida recalculate a student's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a student or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing a weighted basis may be provided.

HONOR GRADUATES / VALEDICTORIAN / SALUTATORIAN

Any student with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation (3rd quarter for block schools) shall be declared an honor graduate provided that the student maintains a comparable level of performance during the second semester. All high school course grades earned

in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

a. Adult education
b. Pass/fail grades (transfer students)
c. On-the-job
d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

The local school determines policies and procedures associated with the selection of student graduation speakers and/or designation of valedictorian or salutatorian.

STUDENT SUPPORT SERVICES

School counselors, School Social Workers, and other professional staff play a significant role in creating a positive climate. They provide assistance to students in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of student assistance/support are as follows:

- Attendance
- Child abuse and neglect prevention services
- Dropout prevention
- English for Speakers of Other Languages (ESOL)
- Foreign exchange programs
- School counseling
- Health services
- Social Emotional Supports

- Home education
- Homeless/children in transition
- Missing children
- Safe schools program
- Student records
- Student-parent program
- Vision and hearing screening

BRIGHT FUTURES SCHOLARSHIPS

The Bright Futures Scholarship Program consists of four (4) awards: Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational Scholars and Gold Seal CAPE Scholars. These awards are based on specific academic requirements and volunteer service work hours earned in grades 9-12. To be eligible for an initial award, a student must (s. 1009.531, F.S.):

- Apply online and complete the FFAA during the student's last year in high school by going to: http://www.floridastudentfinancialaidsg.org/. Students must apply by high school graduation or forfeit Bright Futures Eligibility. Students who graduate from high school mid-year and seeking funding for the Spring term must submit a FFAA no later than December 31st prior to the student graduating. Students graduating mid-year will be evaluated for renewal of their scholarships at the end of their first full year (fall through spring) of funding, s. 1009.532 (4), F.S.
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent. For additional information, students should reference Chapter 1 of the Bright Futures Student Handbook: https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. For a list of eligible institutions, students should visit www.FloridaStudentFinancialAidsg.org and select Postsecondary Institutions within the Eligible Institutions section.
- Be enrolled for at least six (6) non-remedial semester credit hours or the equivalent.
- Not been found guilty of, nor pled nolo contendere to, a felony charge.
- Begin receiving funding within five years of high school graduation. If enlisting into the military immediately after graduation, the five-year period begins upon the date of separation from active duty.

All students whose transcripts are submitted electronically to the FDOE for an official early evaluation (based on academic progress in the middle of the last year of high school and test scores for tests taken by January 31) will receive an eligibility or ineligibility determination, with the award status notification posted to their online account in March. Students cannot lose an award based on early evaluation unless they fail to earn a standard Florida high school diploma.

Students who intend to use Bright Futures in the summer following high school graduation should make all attempts to receive an early eligibility determination in order to have their Bright Futures application reviewed in time to use the award over the summer.

For additional information and a complete list of the academic requirements needed for each award, students should see their school counselor or visit the Bright Futures website at https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home. Information about other state scholarship programs are also available on the Bright Futures website.

TESTING

Each school provides testing services to all of its students. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

In March 2022, Governor Ron DeSantis signed new legislation that replaces the grade-level Florida Standards Assessments (FSA) in English Language Arts (ELA) and Mathematics with the Coordinated Screening and Progress Monitoring System, also called the Florida Assessment of Student Thinking (FAST).

Florida Statewide Assessment (FSA)
The Florida Statewide Assessment (FSA) and End-of-Course (EOC) assessments are criterion-referenced tests that will be sunset, date to be announced.

Beginning with the school year 2022-2023, all grade nine (9) and grade ten (10) students will take the Florida Assessment of Student Thinking (FAST) ELA Assessment and it will be administered during three windows in the school year (PM1, PM2, and PM3).

- A passing score on the grade ten (10) FAST PM 3 is required to graduate (or a concordant score on an approved assessment – see chart below).

Florida B.E.S.T. EOC Assessments
- Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for Mathematics were adopted by the State Board of Education on February 12, 2020. Beginning with the 2022–23 school year, Florida's statewide, standardized end-of-course (EOC) assessments in Algebra 1 and Geometry are aligned to the B.E.S.T Standards, with the first administration in Winter 2022.
- The Algebra 1 B.E.S.T. End-of-Course (EOC) assessment is required for all students enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 B.E.S.T EOC will count as 30% of the final course grade.
- The Geometry B.E.S.T. End-of-Course (EOC) assessment will be required for all students enrolled in Geometry or an equivalent course. The Geometry B.E.S.T. EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all students enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade. Students will be required to take the Biology End-of-Course assessment upon completion of their first Biology course or completion of the three-course Integrated Science sequence.
- The U.S. History End-of-Course (EOC) assessment will be required for all students enrolled in U.S. History or an equivalent course. The EOC count as 30% of the final course grade.

Florida Statewide Alternate Assessment (FSAA)
The FSAA is provided for a small number of students with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

WIDA Access for ELLs (WIDA-Alternate Access for ELLs)
WIDA is administered to all ELL students (English Language Learners) to assess language acquisition.

Concordant and/or Comparative Scores
A student may meet the FAST ELA or BEST Algebra 1 EOC graduation requirement by attaining a concordant or comparative scores on an approved assessment (see chart below).

1	Students Who Entered Grade 9 in 2021-22 and BEYOND (Graduation Cohorts - 2025 and Beyond)			
English Language Arts (ELA)		**Algebra**		
FAST ELA READING (the official passing score will be decided after the standard setting)	*350	BEST ALGEBRA EOC		**497
FSA ELA	NA	FSA ALGEBRA EOC RETAKE		**497
SAT Evidence Based Reading and Writing (EBRW)	480	SAT Math		420
ACT English and Reading Subtest (average) The average of the English and Reading Subtests, which are not required to come from the same test administration (rounding rules apply).	18	ACT Math		16
		FSA GEOMETRY OR BEST GEOMETRY		499
		PSAT/NMSQT Math		430
FSAA Florida Standards Alternate Assessment	598	FSAA Florida Standards Alternate Assessment		797

NOTE: In order for students with an IEP to obtain an ESE waiver, they must take the assessment at least ONCE!

NOTE: * For the 2022-23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use (350) score to meet their graduation requirement.

NOTE: ** For the 2022-23 school year, scores for B.E.S.T. assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use (497) score to meet their graduation requirement. Once the B.E.S.T. score scale is established, this alternate score will be linked to provide a new alternate passing score on the B.E.S.T. scale.

2	Students Who Entered Grade 9 in 2019-20 - 2020-21 (Grad Cohorts of 2023 & 2024)			
English Language Arts (ELA)		**Algebra**		
FAST ELA READING	350 [1]	BEST ALGEBRA EOC		497 [3]
FSA ELA	350 [2]	FSA ALGEBRA EOC RETAKE		497 [3]
SAT Evidence Based Reading and Writing (EBRW)	480	SAT Math		420
ACT English and Reading Subtest (average) The average of the English and Reading Subtests, which are not required to come from the same test administration (rounding rules apply).	18	ACT Math		16
		FSA GEOMETRY OR BEST GEOMETRY		499
		PSAT/NMSQT Math		430
FSAA Florida Standards Alternate Assessment	598	FSAA Florida Standards Alternate Assessment		797

NOTE[1]: In order for students with an IEP to obtain an ESE waiver, they must take the assessment at least ONCE!

NOTE[2]: For the 2022-23 school year, scores for FAST assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the FAST Grade 10 ELA Reading Assessment prior to the adoption of the passing score by the State Board of Education will be able to use 350 score to meet their graduation requirement.
Students enrolled in grades 11-adult education may not participate in the FAST Grade 10 ELA Reading PM3 administration however, in the 2023-24 school year and beyond, students with the Grade 10 FSA ELA requirement may satisfy it by earning an alternate passing score on the FAST ELA Reading Retake.

NOTE[3]: For the 2022-23 school year, scores for B.E.S.T. assessments are linked to the 2021-2022 reporting scale, as required by law. Students who take the B.E.S.T. Algebra 1 EOC Assessment prior to the adoption of the passing score on the new B.E.S.T. scale by the State Board of Education will be able to use THE SCORE OF 497 to meet their graduation requirement. Once the B.E.S.T. score scale is established, this alternate score will be linked to provide a new alternate passing score on the B.E.S.T. scale.

Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)
In Brevard, the PSAT is administered in the fall to all grade ten (10) grade students as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) students. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound students consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

College Entrance and/or Placement Tests
- **SAT:** SAT Reasoning Test is a test that measures the reading, writing and math levels of high school juniors and seniors.
  - *NOTE: During the 2020-2021 school year all grade eleven (11) students will take the SAT at no charge to the student/family.*
- **SAT II:** Subject tests that are designed to measure knowledge and the ability to apply that knowledge

in specific subject areas.

- **ACT:** A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- **Advanced Placement/ International Baccalaureate/ Advanced International Certificate of Education Programs:** A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.

Postsecondary Education Readiness Test (PERT): A series of content specific exams in reading, math and writing to determine if students are in need of additional remediation prior to beginning college level courses.

College Admission Testing Calendar:

PSAT/NMSQT	October
SAT I and II	October, November, December, January, May and June
SAT I only	March
ACT	September, October, December, February, April and June

Check with your counselor for exact dates, applications, and deadlines.

POST-HIGH SCHOOL EDUCATION

Students interested in continuing their education at a four-year college, a two-year college, business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, one should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

ADMISSION TO TWO AND FOUR YEAR COLLEGES AND UNIVERSITIES

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, Social Studies, World Language, Laboratory Science, and Mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Students can best prepare for college and college entrance tests by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (Language Arts)
- 4 years of Math (Algebra 1 and higher)
- 3 years of Science
- 3 years of Social Studies
- 2 years of the same World Language - many competitive schools (in state and out-of-state) require 3-4 credits of world language

College bound students who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.

Many colleges and universities require specific academic subjects for entry. Students who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

What Colleges Require
The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually nonrefundable. Many colleges will waive this fee under special circumstances. See your school counselor for details.
- An official application form providing information about your background, previous education, and college plans.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit **www.collegeboard.com** and **www.act.org** for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four-year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college.

COURSE SEQUENCES
High School English Language Arts

This chart is used to indicate a *common* sequence for high school English. It is *not* a system for tracking. For example, a student who begins the sequence with regular English 1 could take English 2 Honors the following year, based on performance and teacher recommendation. Please remember that course options vary by school.

In addition to the Honors and AP Advanced Math classes listed below, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous English instruction. To further explore these and Dual Enrollment (DE) options, speak to your school counselor.

9th Grade	10th Grade	11th Grade	12th Grade
English 1	English 2	English 3	English 4

English 1 Honors	English 2 Honors	English 3 Honors	English 4 Honors

AP English Language OR AP English Literature	AP English Literature OR AP English Language
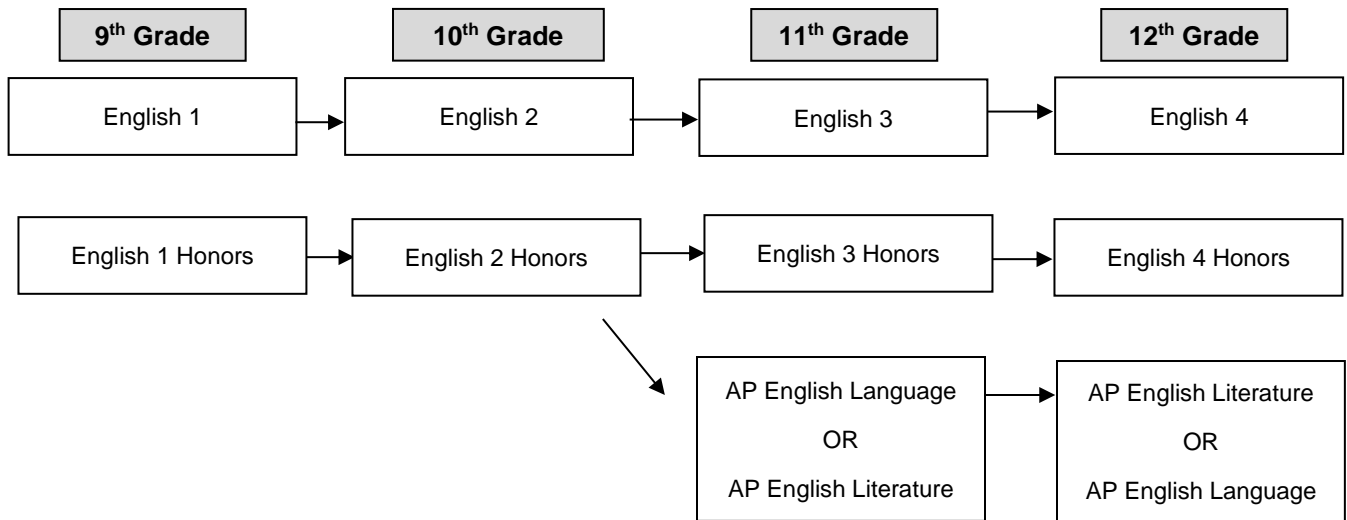
NOTE: Four English Language Arts credits required for graduation.

COURSE SEQUENCES
High School Science

9th Grade	10th Grade	11th Grade	12th Grade
Biology (Regular or Honors)	Chemistry (Regular or Honors)	Physics (Regular or Honors) (strongly recommended) OR EQ Science Course	EQ, Non EQ Science Course or specific CTE Course/Program
Physical Science	Biology (Regular or Honors)	EQ Science Course	EQ, Non EQ Science Course or specific CTE Course/Program

NOTE: *EQ = (Equally Rigorous) as defined by the Florida State Department of Education as of 12-21-2017.

EQ* Science Courses (Required for 3rd Science)

- Advanced Placement/AICE/IB/DE Courses
- Anatomy and Physiology or Anatomy and Physiology Honors
- Astronomy Solar/Galactic **Honors Only**
- Bioscience Honors
- Chemistry or Chemistry Honors
- Earth/Space Science or Earth/Space Science Honors
- Environmental Science or Environmental Science Honors

- Forensic Science 1 or Forensic Science 2
- Integrated Science 1, 2, 3 or Integrated Science 1, 2, 3 Honors
- Marine Science 1 or Marine Science 2 Regular or Honors
- Physical Science or Physical Science Honors
- Physics or Physics Honors

4th Science

Students may meet the 4th Science course through an EQ science course (see list above) or through Non-EQ Science Courses or specific CTE Courses/Programs (see below).

Non EQ* Science Courses

- Botany
- Ecology
- Astronomy Solar/Galactic (**non-honors**)

- Zoology
- Experimental Science (1 – 4)

Specific CTE Courses/Programs
The following courses/programs have been approved as substitutions for the 4th science credit. Please note that some substitutions are based on a course by course equivalency while others require successful completion of three (3) CTE courses in a sequential program in order to substitute for the 4th science course.

Science - 4th Credit Substitutions	Credit
Dental Aide - Program Completion, 8417140	1.0
Applied Engineering Technology - Program Completion, 8401100	1.0
Engineer Pathways - Program Completion, 9400300	1.0
Emergency Medical Responder - Program Completion, 8417170	1.0
Environmental Water and Reclamation Technology - Program Completion, 8007300	1.0
Nutrition and Food Science - Course # 8801101X	1.0
Health and Wellness - Program Completion, 8417000	1.0
Nutrition and Wellness - Course # 8500355X	0.5
Nursing Assistant - (Patient Care Assisting - dual enrollment) - Program Completion, HCP0020	1.0
Basic Electricity/Electronics - Dual Enrollment Course # EETC0055	1.0

The 4th science credit requirement may also be fulfilled by Dual enrollment science courses included on the *Dual Enrollment Course – High School Subject Area Equivalency List.*

COURSE SEQUENCES
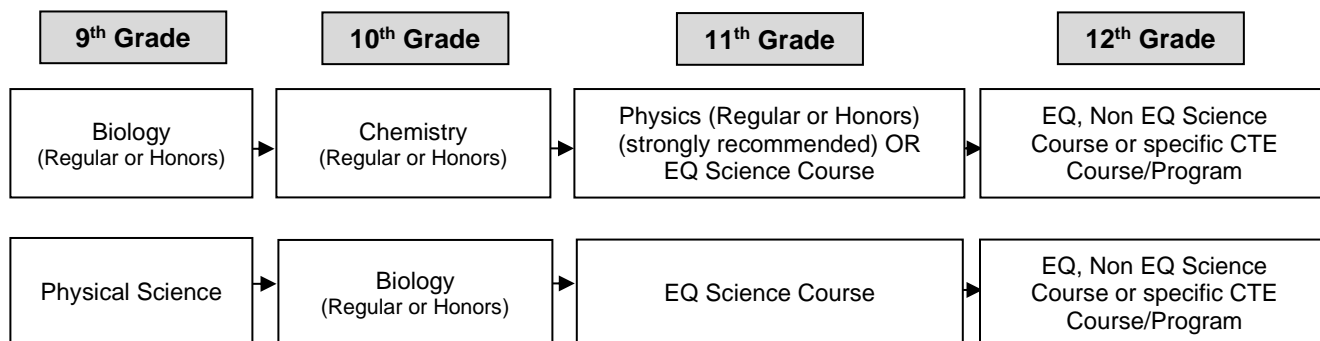## High School Mathematics

This chart is used to indicate a *common* sequence for high school mathematics. It is *not* a system for tracking. For example, a student who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Please remember that course options vary by school.

In addition to the Honors and AP Advanced Math classes listed below, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous math instruction. To further explore these and Dual Enrollment (DE) options, speak to your school counselor.

Student's Future Plans	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
University	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	Pre-Calculus Honors	AP Calculus AB	AP Calculus BC
						AP Statistics
					AP Statistics	DE College Math Course
						DE College Statistics
	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	Pre-Calculus Honors	AP Calculus AB
State College STEM or University Transfer	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	Pre-Calculus Honors	DE College Algebra
					Math for Data and Financial Literacy (H)	Calculus Honors
						AP Calculus AB
				Algebra 2	Math for College Algebra	DE Mathematics for College Major
					Math for College Statistics	DE College Statistics
State College Non-STEM Degree	Accelerated Math Grade 7	Algebra 1 Honors	Geometry Honors	Algebra 2 Honors	Probability and Statistics Honors	Math for College Algebra
				Algebra 2	Math for Data and Financial Literacy (H)	AP Statistics
						DE College Statistics
	Grade 7 Math	Grade 8 Pre-Algebra	Algebra 1	Geometry Honors	Algebra 2 Honors	Math for Data and Financial Literacy (H)
				Geometry	Algebra 2	Math for College Liberal Arts
Career and Military	Grade 7 Math	Grade 8 Pre-Algebra	Algebra 1	Geometry Honors	Algebra 2	Math for College Algebra
						Math for Data and Financial Literacy (H)
				Geometry	Math for College Liberal Arts	Algebra 2

COURSE SEQUENCES
High School Social Studies

The following chart shows common courses and sequences for high school social studies. It is *not* a system for tracking. Elective course options will vary by school.

In addition to the Honors and AP Advanced Social Studies courses listed, IB and AICE courses are offered in specific Brevard Public Schools as opportunities for rigorous social studies instruction. To further explore these and Dual Enrollment options, speak to your School Counselor.

9th Grade	10th Grade	11th Grade	12th Grade
World History	U.S. History	U.S. Government/ Economics with Financial Literacy	AP/IB/AICE/DE Course OR Social Studies Elective
World History Honors	U.S. History Honors	U.S. Government Honors/ Economics with Financial Literacy Honors	AP/IB/AICE/DE Course OR Social Studies Elective

NOTE: Three of the four social studies credits required for graduation must include one credit each in World History and United States History, and 0.5 credit each in United States Government and Economics with Financial Literacy.

The 4th social studies credit may be fulfilled by courses designated by the Course Code Directory as being in the social studies subject area. To provide students more flexibility in meeting their individual program of study, the following courses and programs have been approved as substitutions for the 4th social studies credit. Please note that some substitutions are based on a course by course equivalency while others require successful completion of three (3) CTE courses in a sequential program in order to substitute for the 4th social studies course. Please refer to the table below.

Social Studies - 4th Credit Substitutions	Credit
AICE Classical Studies I - *Course # 0900500*	1.0
AP Art History - *Course # 0100300*	1.0
Art History I – Early Civilizations through the Middle Ages - *Course # 0100330*	1.0
Criminal Justice Operations - *Program Completion, 8918000*	1.0
Humanities I (to 1500) - *Course # 0900310*	1.0
Humanities II (since 1500) - Course # 0900320	1.0
Humanities Survey - *Course # 0900300*	1.0
Issues in Humanities - *Course # 0900330*	1.0

The 4th social studies credit requirement may also be fulfilled by the following:
- Social studies courses designated by the course code directory as fulfilling the state social studies requirement
- Dual enrollment social studies, excluding those used to fulfill graduation requirements, included on the *Dual Enrollment Course – High School Subject Area Equivalency List*
- Courses listed in a postsecondary catalog that fulfill the requirements for history/social science courses for an Associate of Arts degree may be used to fulfill the 4th social studies credit requirement

BASIC EDUCATION COURSE DESCRIPTIONS

Course Numbers, Titles, Content
The course numbers and titles in this guide are taken from the State Course Code Directory. The state assigns and recognizes only the first seven digits of the course number. The eighth digit is utilized by the district for reporting data. The state maintains course descriptions for each course listed in the Course Code Directory; districts develop and adopt student performance standards for each of these courses. Students are expected to demonstrate mastery of these standards in order to receive credit for each course.

Course Levels
The state of Florida has instituted a course leveling system for 9-12 courses in art, career and technical education, dance, drama, world languages, health, language arts (including ESOL), mathematics, music, physical education, science, and social studies. Courses in these areas are designated as Level 1, 2, and 3.

- **Level 1** courses are not considered adequate preparation for postsecondary education. Students are permitted to take a Level 1 course only when it is determined that the course is the most appropriate placement for the student. Each high school has in place procedures to implement this requirement.
- **Level 2** courses represent the expected standard for students in the high school.
- **Level 3** courses are designed for advanced students in each subject area. The course descriptions section in this guide lists the level designations for courses the state has included in the leveling system. Remedial courses such as Intensive Reading and Intensive Math are available to correct deficiencies in subject areas as elective credits.

Course	State Level	Number	Description	Meets Req. for	Course Credit
VISUAL ART AND THEATRE					
All courses listed in this section will meet performing fine arts graduation requirement. Students must demonstrate mastery of appropriate performance standards to receive credit in all courses. **These courses incorporate hands-on activities and consumption of art materials.**					
2D Studio Art 1	2	0101300X	This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2D) artworks through drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, students learn to reflect, evaluate and respond to artwork.	Performing Fine Arts/ Elective	1.0 Credit
2D Studio Art 2	2	0101310X	This course focuses on further development, refinement, and progression of the Art 1 content.	Performing Fine Arts/ Elective	1.0 Credit
2D Studio Art 3 Honors	3	01013204	This course is designed for students with significant experience in art. Students demonstrate proficiency in the development of 2D content in drawing, painting, printmaking, collage, and/or design to create independent or collaborative artwork suitable for inclusion in a portfolio. Students show evidence of quality in craftsmanship, composition/presentation, and the development of a personal style/voice. Through focused investigation and critique processes of techniques and historical/cultural models, students critically reflect, evaluate and respond to artwork.	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Portfolio Development: Drawing Honors	3	01093104	This course is for students with extensive experience in art and is a bridge between regular art and college level courses. Students work in a self-directed, independent environment to develop a portfolio showing a body of their own work with emphasis on drawing concepts. Artwork shows evidence of personal vision, growth over time, mastery of skills/techniques, and exploration of a particular concentration, articulated and supported by written artist's statements and critique analysis. High levels of critical thinking, research, conceptual thinking, and creative risk-taking are part of this rigorous course.	Performing Fine Arts/ Elective	1.0 Credit
Advanced Placement Art – Drawing Portfolio	3	01043005	This course parallels the basic college level foundational course in drawing. This rigorous course is a guided, independent study program designed for the serious art student. It addresses broad interpretations of drawing issues and media (mark-making through a variety of means which may include painting, printmaking, mixed media, etc.). Integrity, ethics, and plagiarism are addressed. Students submit a complete portfolio demonstrating quality, concentration and breadth to College Board for assessment scoring and consideration for college credit (not based on a written exam).	Performing Fine Arts/ Elective	1.0 Credit
Portfolio Development: 2D Design Honors	3	01093204	This course is for students with extensive experience in art and is a bridge between regular art and college level courses. Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface.	Performing Fine Arts/ Elective	1.0 Credit
Advanced Placement Studio Art 2D Design Portfolio	3	01093505	This course parallels basic college level foundational courses in two-dimensional design. This rigorous course is a guided, independent study program designed for the serious art student. Art is created to show mastery of 2D design through any 2D medium or process, including, but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design/illustration, painting and printmaking. Integrity, ethics, and plagiarism are addressed. Students submit a complete portfolio demonstrating quality, concentration and breadth to College Board for assessment	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			scoring and consideration for college credit (not based on a written exam).		
3D Studio Art 1	2	0101330X	In this course students explore how the elements of art and principles of design combine to create art forms, utilitarian products, and three dimensional (3D) structures in areas such as green or industrial design, sculpture, ceramics and/or building arts. Media many include, but are not limited to clay, wood, plaster, found objects, metal/wire, and paper mache´. Students focus on safety procedures for process, media, and techniques, and participate in critiques to evaluate, explain, and measure artistic growth in created individual or group works.	Performing Fine Arts/ Elective	1.0 Credit
3D Studio Art 2	2	0101320X	In this course students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.	Performing Fine Arts/ Elective	1.0 Credit
3D Studio Art 3 Honors	3	01013504	Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.		
Creative Photography 1	2	0108310X	Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	Performing Fine Arts/ Elective	1.0 Credit
Creative Photography 2	2	0108320X	Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.		
Creative Photography 3 Honors	3	01083304	Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.	Performing Fine Arts/ Elective	1.0 Credit
Portfolio Development: 3D Design Honors	3	01093304	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.		
Advanced Placement Studio Art 3D Design Portfolio	3	01093605	This course parallels basic college level foundational courses in three-dimensional sculptural design. This rigorous course is a guided, independent study program designed for the serious art student. Art is created to show mastery of 3D design through any 3D approach or process, including, but not limited to sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3D fiber arts. Integrity, ethics, and plagiarism are addressed. Students submit a complete portfolio demonstrating quality, concentration and breadth to College Board for assessment scoring and consideration for college credit (not based on a written exam).	Performing Fine Arts/ Elective	1.0 Credit
Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.					
Theatre 1	2	0400310X	This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.	Performing Fine Arts/ Elective	1.0 Credit
Theatre 2	2	0400320X	This course is designed for students with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help students challenge and strengthen their acting skills.	Performing Fine Arts/ Elective	1.0 Credit
Theatre 3 Honors	3	04003304	This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting,	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			students assemble a portfolio showcasing a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.		
Theatre 4 Honors	3	04003404	This course provides opportunities for students with extensive theatre experience to build on Theatre 3 skills. Students work independently and are self-directed in study and performance.	Performing Fine Arts/ Elective	1.0 Credit
Technical Theatre: Design and Production 1	2	0400410X	This course is a beginning level course that focuses on developing the basic skills and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation.	Performing Fine Arts/ Elective	1.0 Credit
Technical Theatre: Design and Production 2	2	0400420X	This course further examines the content from level 1 and is designed for students with a year or more experience in technical theatre. This course focuses on the design and application of basic tools and procedures in technical theatre. Students develop assessment and problem-solving skills and the ability to make connections with literature, culture, history and other content areas.	Performing Fine Arts/ Elective	1.0 Credit
Technical Theatre: Design and Production 3	2	0400430X	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.	Performing Fine Arts/ Elective	1.0 Credit
Technical Theatre: Design and Production 4 Honors	3	04004404	Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.		
Musical Theatre 1	2	0400700X	This is a course for students with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.	Performing Fine Arts/ Elective	1.0 Credit
Musical Theatre 2	2	0400710X	This course further examines the content in level 1 and is designed for students with a year or more experience in musical theatre. Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. Students extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews.	Performing Fine Arts/ Elective	1.0 Credit
Musical Theatre 3	2	0400720X	Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			WORLD LANGUAGES		
Spanish 1 German 1	2 2	0708340X 0702320X	Level 1 introduces students to the target language and its culture. The student will develop communicative skills in all 4 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication from Novice-Low to Novice-Mid levels in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.	Elective	1.0 Credit Each
Spanish 2 German 2	2 2	0708350X 0702330X	Level 2 reinforces the fundamental skills acquired by the students in Level 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Level 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. Emphasis is placed on proficient communication from Novice-Mid to Intermediate-Low levels in the language. The cultural survey of the target language-speaking people is continued. **To be successful in upper levels of world language study, satisfactory completion of the previous levels or of a district approved examination for placement is necessary.** NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.	Elective	1.0 Credit Each
Spanish 3 Honors German 3 Honors	3 3	07083604 07023404	Level 3 provides mastery and expansion of skills acquired by the students in Level 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. Emphasis is placed on proficient communication from Intermediate-Low to Intermediate-Mid levels in the language. NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.	Elective	1.0 Credit Each
Spanish 4 Honors German 4 Honors	3 3	07083704 07023504	Level 4 expands the skills acquired by the students in Level 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is	Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Credit
			additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from authentic target language resources. Emphasis is placed on proficient communication from Intermediate-Mid to Intermediate-High levels in the language. NOTE: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.		
Advanced Placement Spanish Language	3	07084005	Develops oral and written proficiency in a modern language to an Intermediate-High, Advanced-Low level. The student will be able to interpret, analyze and synthesize information found in authentic written and spoken texts for interpersonal or presentational communication. These courses follow the Advanced Placement Program Guidelines as established by College Board.	Elective	1.0 Credit Each
LANGUAGE ARTS					
Central to the language arts program is the effective and meaningful use of reading, writing and speaking, listening and observing. The student is assisted in deriving and constructing meaning from the world of language. Reading and communicative strategies are taught to create fully literate and independent learners. The student learns to understand the nature and power of language and learns to respond critically to a variety of literary genres. Exploring the worlds of both print and technology, the student uses research for both written and oral products. Language arts affords and demands critical thinking skills from all students. As a student progresses from one course to the next, increases should occur in the complexity of materials and tasks and in the student's independence in the application of skills and strategies.					
Intensive Reading 1	2	1000412X	This course is designed for 9th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students' ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 9th grade English course.	Elective	Multiple
Intensive Reading 2	2	1000414X	This course is designed for 10th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students' ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 10th grade English course.	Elective	Multiple
Intensive Reading 3	2	1000416X	This course is designed for 11th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students' ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 11th grade English course.	Elective	Multiple

Course	State Level	Number	Description	Meets Req. for	Course Credit
Intensive Reading 4	2	1000418X	This course is designed for 12th grade students reading below grade level. The purpose of this course is to provide intervention in the area of English Language Arts (ELA) to increase students' ability to decode, comprehend and think critically about text. The course includes foundational skill standards to be used until a student has mastered the standards of the 12th grade English course.	Elective	Multiple
English 1 English Honors 1 English 2 English Honors 2 English 3 English Honors 3	2 3 2 3 2 3	1001310X 10013204 1001340X 10013504 1001370X 10013804	Provides integrated educational experiences in reading, writing, listening, viewing, speaking, language and literature. The student will: 1) use reading strategies to construct meaning from a range of technical, informative and literary texts; 2) use process writing strategies to meet the needs of a variety of audiences, writers, and types of information being communicated; 3) select and use appropriate speaking, listening and viewing skills to clarify and interpret meaning in both formal and informal situations; 4) understand the common features of a variety of literary forms; 5) respond critically and aesthetically to literature; 6) demonstrate understanding and use of appropriate language for effective visual, oral, and written communication; 7) select and use a variety of electronic media to create, revise, retrieve, and verify information; 8) demonstrate understanding of the impact of mass media and the regulations that govern its use.	English	1.0 Credit Each
English 4 English Honors 4	2 3	1001400X 10014104	Honors level courses are for students seeking the demands of an advanced curriculum; work in and out of class will challenge the student to produce with more depth and breadth.		
Advanced Placement English Language and Composition	3	10014205	Provides students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing.	English	1.0 Credit
Advanced Placement English Literature and Composition	3	10014305	Develops students' awareness and sharpens their skills in effective writing, critical thinking, and critical reading. The emphasis is upon preparing students for more specialized studies in English and American literature, and upon building skills in writing expository prose.	English	1.0 Credit
Journalism 1	2	1006300X	Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.	Practical Arts/ Elective	1.0 Credit
Journalism 2 Journalism 3 Journalism 4	2	1006310X 1006320X 1006330X	Provides instruction in writing and production skills related to various journalistic media. Includes news-gathering and writing; development of editorials; sports and feature	Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Credit
			articles; electronic design and production; and management of journalistic enterprises.		
Journalism 5 Honors	3	10063314	The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.	Elective	1.0 Credit Each
Journalism 6 Honors	3	10063324			
MATHEMATICS					
Algebra 1	2	1200310X	Includes developing an understanding of relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.	Algebra I	1.0 Credit
Geometry	2	1206310X	Includes developing an understanding of congruence, proof, and constructions; similarity, proof, and trigonometry; extending to three dimensions; connecting Algebra and Geometry through coordinates; and circles with and without coordinates.	Geometry	1.0 Credit
Geometry Honors	3	12063204			
Algebra 2	2	1200330X	Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. Students work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.	Math	1.0 Credit
Algebra 2 Honors	3	12003404			
Pre-Calculus Honors	3	12023404	Emphasizes the study of functions, trigonometry, conics, vectors, limits, and other skills needed for success in the study of calculus.	Math	1.0 Credit
Math for College Liberal Arts	2	1207350X	In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.	Math	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Math for College Statistics	2	1210305X	In Mathematics for College Statistics, instructional time will emphasize four areas: (1) analyzing and applying linear and exponential functions within the context of statistics; (2) extending understanding of probability using data and various representations, including two-way tables and Venn Diagrams; (3) representing and interpreting univariate and bivariate categorical and numerical data and (4) determining the appropriateness of different types of statistical studies.	Math	1.0 Credit
Math for College Algebra	2	1200710X	In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.	Math	1.0 Credit
Math for Data and Financial Literacy Math for Data and Financial Literacy Honors	2 3	1200384X 12003884	In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.	Math	1.0 Credit
AP Precalculus	3	TBD	In AP Precalculus students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an every-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. NOTE: This course is not a prerequisite for and does not have to be followed by AP Calculus AB or BC	Math	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Advanced Placement Calculus AB	3	12023105	This course is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	Math	1.0 Credit
Advanced Placement Calculus BC	3	12023205	This course is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. It is roughly equivalent to both first and second semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series.	Math	1.0 Credit
Probability and Statistics with Applications Honors	3	12103004	Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations.	Math	1.0 Credit
Advanced Placement Statistics	3	12103205	This course is the equivalent of an introductory college-level course. Students collect, analyze, graph, and interpret real-world data. They learn to design and analyze research studies by reviewing and evaluating examples from real research, political science, geography, and business.	Math	1.0 Credit
MUSIC					
Advanced Placement Music Theory	3	13003305	Parallels basic college level music theory objectives, which include harmonic analysis, part writing, sight singing and musical dictation. Students must be able to demonstrate a visual and aural understanding of basic musical elements and compositional procedures before they can sign up for this course.	Performing Fine Arts/ Elective	1.0 Credit
Note for ALL <u>Band Courses</u>: Extra rehearsals and performances are required and selected students may be required to perform in the marching band.					
Band 1	2	1302300X	This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills;	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.		
Band 2	2	1302310X	This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Band 3	2	1302320X	This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Band 4	2	1302330X	This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Band 5 Honors	3	13023404	This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Band 6 Honors	3	13023504	This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Note for ALL Orchestra Courses: Extra rehearsals and performances are required. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.					
Orchestra 1	2	1302360X	Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness.	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 2	2	1302370X	Students who have at least one year of orchestral experience study, rehearse and perform high quality orchestra literature. Develops musicianship skills related to the performance of basic orchestra literature. Includes development of fundamental skills, orchestral performance techniques, music literacy and appreciation. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Orchestra 3	2	1302380X	Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 4	2	1302390X	Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 5 Honors	3	13024004	Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Orchestra 6 Honors	3	13024104	Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Note for ALL Instrumental Techniques Courses: Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Public performances may serve as a culmination of specific instructional goals. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.					
Instrumental Techniques 1	2	1302420X	Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit Each

Course	State Level	Number	Description	Meets Req. for	Course Credit
Instrumental Techniques 2	2	1302430X	Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit Each
Instrumental Techniques 3	2	1302440X	Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence.	Performing Fine Arts/ Elective	1.0 Credit Each
Instrumental Techniques 4 Honors	3	13024504	Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts.	Performing Fine Arts/ Elective	1.0 Credit Each
Jazz Ensemble 1	2	1302500X	Introduces, develops and applies knowledge of styles and performance techniques of varied contemporary and early jazz literature. Includes tone production, ensemble performance, stylistic interpretation and basic improvisational techniques. Membership is selected from Band 1-6 by audition. *Extra rehearsals and performances are required for these courses.* *Admission is by teacher approval*	Performing Fine Arts/ Elective	1.0 Credit Each
Jazz Ensemble 2	2	1302510X			
Jazz Ensemble 3	2	1302520X			
Jazz Ensemble 4 Honors	3	13025304			
Note for ALL Chorus Courses: Extra rehearsals and performances are required.					
Chorus 1	2	1303300X	This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	Performing Fine Arts/ Elective	1.0 Credit
Chorus 2	2	1303310X	This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			musical awareness culminating in periodic public performances. *Admission is by teacher approval.*		
Chorus 3	2	1303320X	This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Chorus 4	2	1303330X	This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Chorus 5 Honors	3	13033404	This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus 5 focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Chorus 6 Honors	3	13033504	This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus 6 focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble. *Admission is by teacher approval.*		

Course	State Level	Number	Description	Meets Req. for	Course Credit
Chorus: Register-Specific 1	2	1303360X	Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills.	Performing Fine Arts/ Elective	1.0 Credit
Chorus: Register-Specific 2	2	1303370X	Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Chorus: Register-Specific 3	2	1303380X	Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Chorus: Register-Specific 4 Honors	3	13033904	Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Vocal Techniques 1	2	1303400X	Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.	Performing Fine Arts/ Elective	1.0 Credit
Vocal Techniques 2	2	1303410X	Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally	Performing Fine Arts/ Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. *Admission is by teacher approval.*		
Vocal Techniques 3	2	1303420X	Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Vocal Techniques 4 Honors	3	13034304	Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. *Admission is by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit
Vocal Ensemble 1	2	1303440X	Designed for the more advanced student of the choral division. <u>Membership is selected from Chorus 1-6 by audition.</u> Includes development of appropriate vocal performance techniques, stylistic interpretations of a variety of literature, and may include instrumental accompaniment and choreography. *Admission by teacher approval.*	Performing Fine Arts/ Elective	1.0 Credit Each
Vocal Ensemble 2	2	1303450X			
Vocal Ensemble 3	2	1303460X			
Vocal Ensemble 4 Honors	3	13034704			
PHYSICAL EDUCATION					
In order to comply with federal regulations, no physical education course will be closed to students on the basis of gender; however, some courses may have other requirements. Once students are enrolled in a class, they may be grouped by skills, or by gender, during a contact sport or activity.					
HOPE	2	1506320X 3026010X	The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety. **Meets the one credit Physical Education graduation requirement.**	Physical Education	1.0 Credit
Fitness Lifestyle Design	2	1501310X	Enables students to extend their knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and	Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			develop an individualized level of health-related fitness.		
Comprehensive Fitness	2	1501390X	This fitness course is designed for high school students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. Through the course students will design, implement and assess a personal fitness program.	Elective	0.5 Credit
Weight Training 1	2	1501340X	Provides students the opportunity to acquire knowledge and skills in weight training that may be used in physical fitness to improve muscular strength and endurance, and enhance their body image. Includes knowledge and assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomedical and physiological principles to improve and maintain muscular strength and endurance, and knowledge of sound nutritional and safety practices related to weight training.	Elective	0.5 Credit
Weight Training 2	2	1501350X	Includes information learned in Weight Training 1 and stresses the implementation of personal weight-training programs and creating personal fitness goals. *Student must have taken weight training 1 to enroll in this course	Elective	0.5 Credit
Weight Training 3	2	1501360X	Includes information learned in weight training 2, stresses the implementation of personal weight-training programs and realization of higher level personal fitness goals. *Student must have taken weight training 1 and 2 to enroll in this course	Elective	0.5 Credit
Power Weight Training 1	2	1501410X	Helps students acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness. *Student must have taken weight training 1, 2 and 3 to enroll in this course	Elective	0.5 Credit
Individual and Dual Sports 1	2	1502410X	Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle	Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Individual and Dual Sports 2	2	1502420X	Builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. Course encourages student participation in individual and dual sports as lifetime activities.	Elective	0.5 Credit
Outdoor Education	2	1502480X	The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a physically active lifestyle.	Elective	0.5 Credit
Basketball 1	2	1503310X	Provides students opportunities to acquire knowledge and skills that may be used in recreational pursuits throughout life, and to maintain and improve their physical fitness. Includes in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball. *Basketball 2 provides additional in depth instruction and student leadership opportunities.*	Elective	0.5 Credit
Basketball 2	2	1503315X			
Team Sports 1	2	1503350X	Improves the student's knowledge and application of skills, techniques, strategies, rules, and safety practices. Also provides opportunities to practice good sportsmanship. Includes basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball. *Team Sports 2 provides additional in depth instruction and student leadership opportunities.*	Elective	0.5 Credit
Team Sports 2	2	1503360X			
Tennis 1	2	1504500X	The purpose of this course is to enable students to develop basic-level knowledge and skills in tennis and to maintain or improve health-related fitness.	Elective	0.5 Credit Each
Tennis 2	2	1504510X			
Tennis 3	2	1504520X			
Volleyball 1	2	1505500X	Provides students with opportunities to acquire knowledge of skills in volleyball, a lifetime sport, which can be used to maintain and/or improve their physical fitness.	Elective	0.5 Credit
Volleyball 2	2	1505510X	Builds on skills from Volleyball 1 including more advanced offensive and defensive strategies, movement techniques, and biomechanical principles. Fitness and training principles continue as part of the curriculum. *Student must have taken Volleyball 1 to enroll in this course	Elective	0.5 Credit
Volleyball 3	2	1505520X	Builds on skills from Volleyball 2 including advances offensive and defensive skills, strategies and mechanical principles. Students also have leadership opportunities at this level.	Elective	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			Student must have taken Volleyball 1 and 2 to enroll in this course		
RESEARCH AND CRITICAL THINKING SKILLS					
Career Research and Decision Making	2	1700380X	This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The course will include the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance, and career planning.	Career Research and Decision Making	0.5 Credit
Critical Thinking Study Skills	2	1700370X	Provides students opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Students will study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.	Elective	0.5 Credit
AP Capstone Seminar	3	17005005	AP Capstone Seminar: foundational AP research course that provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives.	Elective	1.0 Credit
AP Capstone Research	3	17005105	In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.	Elective	1.0 Credit
JROTC AND MILITARY TRAINING					
JROTC Army: Leadership Education and Training 1	2	1801300X	The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.		
JROTC Army: Leadership Education and Training 2	2	1801310X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of managements. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.	Elective	1.0 Credit
JROTC Army: Leadership Education and Training 3	2	1801320X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teachers how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems	Elective	1.0 Credit
JROTC Army: Leadership Education and Training 4	2	1801330X	The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation,	Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.		
JROTC Marine Corps: Leadership Education 1	2	1803300X	The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps JROTC provides military instruction in a learning environment useful to students in a future military or civilian career.	Elective	1.0 Credit Each
JROTC Marine Corps: Leadership Education 2	2	1803310X			
JROTC Marine Corps: Leadership Education 3	2	1803320X			
JROTC Marine Corps: Leadership Education 4	2	1803330X			
SCIENCE					
Physical Science	2	2003310X	The physical science course is a well-rounded introduction to the practices of science through biogeochemical, chemistry, and physics content. It is a conceptual science course where students can explore physical science concepts through hands on investigations and writing scientific explanations based on evidence. General concepts included in this course are: practices of science, movement of matter and energy in biogeochemical cycles, photosynthesis and cellular respiration, physical and chemical changes, Newton's Laws, work, power, electromagnetic spectrum, evaluating what is science and what is not, and evaluating/writing scientific claims. There are no high school mathematics prerequisites as this is a hands on, conceptual course. The physical science course is targeted for 9th and 10th graders in the Brevard Public Schools science progression.	EQ Science	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Biology 1 Biology 1 Honors	2 3	2000310X 20003204	Emphasizes exploratory experiences in the fundamental concepts of life. Includes scientific processes, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Experimental design and laboratory investigations are integral to these courses.	Biology	1.0 Credit Each
Advanced Placement Biology	3	20003405	Provides college level learning in biology and prepares the high school student to seek credit and/or appropriate placement in college biology courses. Includes molecular and cellular biology, organismal biology and population biology.	Biology	1.0 Credit
Anatomy and Physiology Anatomy and Physiology Honors	2 3	2000350X 20003604	Emphasizes the structure and functions of the components of the human body. Includes cellular processes, organs and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, reproductive systems, and special senses. Laboratory activities are an integral part of this course. .	EQ Science	1.0 Credit Each
Environmental Science Environmental Science Honors	2 3	2001340X 20013414	This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.	EQ Science	1.0 Credit
Advanced Placement Environmental Science	3	20013805	Provides college level learning in environmental science and prepares the student to seek credit or appropriate placement in college environmental courses. Includes the interrelationships of the natural world, natural and manmade environmental problems, and solutions for resolving or preventing such problems.	EQ Science	1.0 Credit
Experimental Science 1 Honors Experimental Science 2 Honors Experimental Science 3 Honors Experimental Science 4 Honors	3 3 3 3	20023404 20023504 20023604 20023704	Provides high level knowledge and skills related to experimental research design and scientific methodology.	Science Elective	1.0 Credit Each
Forensic Science 1	2	2002480X	Emphasizes the scientific principles and methodologies used by forensic scientists to solve problems. Includes DNA technology, pathology, toxicology, and societal issues.	EQ Science	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			Scientific inquiry, laboratory investigations, measurement, problem solving, experimental design, data analysis, and safety procedures are integral to this course.		
Marine Science 1	2	2002500X	Facilitates an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes.	EQ Science	1.0 Credit
Marine Science 1 Honors	3	20025104	Emphasized exploratory experiences in the fundamental concepts of marine life and ecology. Includes scientific processes, ecological relationships, and environmental issues. Experimental design and laboratory investigations are integral to this course.	EQ Science	1.0 Credit
Chemistry 1

Chemistry 1 Honors | 2

3 | 2003340X

20033504 | Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course. | EQ Science | 1.0 Credit Each |
| Advanced Placement Chemistry | 3 | 20033705 | Provides college level learning in chemistry and prepares the student to seek credit and/or appropriate placement in college chemistry courses. Includes structure of matter (atomic theory and atomic structure, chemical bonding, and nuclear chemistry), states of matter (gases, liquids, solids, and solutions), reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry. | EQ Science | 1.0 Credit |
| Physics 1

Physics 1 Honors | 2

3 | 2003380X

20033904 | Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.
NOTE: It is strongly recommended that students who intend to attend a 4-year college/ university take one of these courses in high school. | EQ Science | 1.0 Credit Each |
| Advanced Placement Physics 1 | 3 | 20034215 | Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes Newtonian mechanics; work, energy, and power, mechanical waves, sound and also introduces electric circuits. | EQ Science | 1.0 Credit |

Course	State Level	Number	Description	Meets Req. for	Course Credit
Advanced Placement Physics 2	3	20034225	Provides college level learning in physics and prepares the student to seek credit and/or appropriate placement in college physics courses. Includes fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics.	EQ Science	1.0 Credit
SOCIAL STUDIES					
Honors/Advanced Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).					
United States History	2	2100310X	Examines the historical, economic geographic and sociological events which influenced the development of the United States from Reconstruction to the present.	United States History	1.0 Credit Each
United States History Honors	3	21003204			
Advanced Placement United States History	3	21003305	Nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present.	United States History	1.0 Credit
Personal Financial Literacy	2	2101372X	The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.	Social Studies Elective	0.5 Credit Each
Personal Financial Literacy Honors	3	21023744			
Economics with Financial Literacy	2	2102335X	Course study pertains to the concepts and processes of the national and international economic systems.	Economics	0.5 Credit Each
Economics with Financial Literacy Honors	3	21023454			
Advanced Placement Microeconomics	3	21023605	Course study emphasizes the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system.	Economics	0.5 Credit
Advanced Placement Macroeconomics	3	21023705	Course study emphasizes the principles of economics that apply to an economic system as a whole.	Economics	0.5 Credit
World Cultural Geography	2	2103300X	The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity.	Social Studies Elective	1.0 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
Advanced Placement Human Geography	3	21034005	Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.	Social Studies Elective	1.0 Credit
United States Government United States Government Hon	2 3	2106310X 21063204	Examines the American governmental structure and political behavior at the federal, state, and local level. Examines the effect of each level of government upon the individual citizen.	United States Govt	0.5 Credit Each
Law Studies	2	2106350X	An introduction to fundamental civil and criminal justice procedures by examining the American legal system as the foundation of American society and those laws which have an impact on citizens' lives.	Social Studies Elective	0.5 Credit
Comparative Political Systems	2	2106360X	The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system.	Social Studies Elective	0.5 Credit
AP US Government and Politics	3	21064205	Provides an analytical perspective on government and politics in the United States.	United States Gov't	0.5 Credit
AP Comparative Government and Politics	3	21064305	An introduction to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings.	Social Studies Elective	0.5 Credit
International Relations International Relations Honors	2 3	2106440X 21064454	The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.	Social Studies Elective	1.0 Credit Each
American Political Systems Honors	3	21064604	The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and	United States Govt	0.5 Credit

Course	State Level	Number	Description	Meets Req. for	Course Credit
			modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.		
Psychology 1	2	2107300X	Provides opportunities to examine human development, behavior, and behavioral interactions.	Social Studies Elective	0.5 Credit
Advanced Placement Psychology	3	21073505	An introduction to the systematic and scientific study of the behavior and mental processes of human beings and other animals.	Social Studies Elective	1.0 Credit
Sociology	2	2108300X	Examines group interactions and their impact on individuals to better understand the beliefs, values and behavior patterns of others.	Social Studies Elective	0.5 Credit
World History World History Honors	2 3	2109310X 21093204	Examines the political, social, economic, scientific, and cultural events that have affected human civilizations.	World History	1.0 Credit Each
Advanced Placement European History	3	21093805	A thematic examination of European history from 1450 to the present.	Social Studies Elective	1.0 Credit
Advanced Placement World History	3	21094205	Six chronological periods are thematically investigated for significant events and developments as they relate to global civilization.	World History	1.0 Credit

CAREER AND TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) includes a variety of programs that focus on providing the skills and experience necessary for students to attain entry-level jobs in a career field, as well as preparation for postsecondary education. Students who participate in CTE have the opportunity to explore career options, develop valuable occupational skills, and earn industry credentials.

Students in grades 9-12 may select from programs that prepare them for employment immediately after graduating from high school or they may choose programs that ready them to enter advanced technical programs at community colleges or other higher education institutions. These courses are linked to academic and industry standards and encourage high achievement.

The unique combination of classroom instruction, laboratory activities and workplace experiences, augmented by an active network of career and technical student organizations, gives students the practical experience in diverse fields i.e., as computer science, health services, retail sales, and high-tech manufacturing.

CTE programs include:
1. Job preparatory courses which provide competencies necessary for effective entry into an occupation;
2. Exploratory courses designed to provide initial exposure to skills and attitudes associated with a broad range of occupations to assist students in making informed decisions regarding their future academic and occupational goals;
3. Practical arts courses designed to teach students practical generic skills which, although applicable in some occupations, are not designed to prepare students for entry into a specific occupation;
4. Instruction that integrates the academic and technical skills; and
5. Accelerated technical programs - dual enrollment - designed to allow high school students to earn both elective credit toward graduation and postsecondary credit toward an A.S. degree or technical certificate.

CTE courses and programs fall into the following major areas of study:
1. **Business Technology Education**, including accounting, web development, digital design, digital media/multimedia, administrative office specialist and business management programs.
2. **Health Science Education**, such as dental aide, EMR, exercise science and nursing assisting.
3. **Family and Consumer Sciences**, which includes consumer and personal development programs as well as occupational fields such as culinary arts, and early childhood education.
4. **Industrial Education**, which includes a wide range of technical/trade areas including TV production, automotive technology, outboard marine service technology, HVAC, and CAD drafting.
5. **Marketing Education**, including business ownership, general merchandising and management.
6. **Public Service Education**, including criminal justice courses, teacher assisting programs, 911/Public Safety Telecommunication and Introduction to Fire Fighting.
7. **Technology Education**, which concerns the materials, processes, and technologies, used in engineering, manufacturing, construction, and other industries.

In addition to traditional CTE programs, career academies are available at ten high schools. These small personalized learning communities involve a core team of teachers integrating academic subjects with a selected career theme. Students must follow the career academy application process to be eligible to participate.

Gold Seal, a component of Florida's Bright Futures Scholarship Program, rewards students for their academic and technical achievements during high school by providing funding to pursue postsecondary education and career goals in Florida. Students who complete at least three credits in a job preparatory CTE program and meet other academic requirements may qualify for the **Florida Gold Seal Vocational Scholarship**. Students earning five (5) or more postsecondary credits through industry certifications may qualify for the **Florida Gold Seal CAPE Scholarship**.

A wide variety of CTE programs and technical dual enrollment courses are available on the high school and state college campuses. CTE-CHOICE programs are available to students, through application, in grades 9-12, providing the requested CTE courses are not already offered at their regular high school. Additional information is available at the CTE website and is provided by each school through program information inserts.

2023-2024 HIGH SCHOOL
CTE PROGRAM OFFERINGS BY LOCATION

CAREER & TECHNICAL EDUCATION

Program	Astronaut	Bayside	Brevard Virtual	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
Administrative Office Specialist								●								
Advanced Manufacturing Technology								●								
Air Conditioning, Refrigeration and Heating Tech.														●		
Applied Cybersecurity									●						●	
Applied Engineering Technology		●							●	●	●			●		
Applied Robotics											●					
Aquaculture				●												
Architectural Drafting												●				
Automotive Collision Technology				●												
Automotive Maintenance and Light Repair						●		●			●		●		●	
Aviation Assembly & Fabrication						●										
Building Construction Technologies	●			●					●		●					
Business Management & Analysis	●					●								●		
Carpentry																●
Cloud Computing & Virtualization									●							
Criminal Justice Operations											●	●				
Culinary Arts		●		●					●		●				●	
Dental Aide																●
Digital Design		●		●	●		●		●		●				●	
Digital Media/Multi Media Design	●				●			●	●			●	●	●		●
Digital Video Technology						●										
Drafting														●		
Early Childhood Education			●							●	●		●			●
Emergency Medical Responder									●							
Environmental Water & Reclamation Tech								●								
Exercise Science		●		●		●		●			●					●
Finance																●
Game/Simulation/Animation/Programming								●			●					
Hospitality and Tourism Management			●							●						
International Business									●			●				
Introduction to Firefighting											●					
Journalism & Multimedia		●														
Junior Achievement HOPE (Entrepreneurship)				●				●								
Machining Technology		●														
Maritime Technology													●			
Marketing, Mgmt, and Entrepreneurial Principles					●											
Medical Administrative Specialist								●								
Nursing Assistant	●	●							●				●		●	
On The Job Training									●							
Outboard Marine Service Technology					●											
Principles of Teaching		●												●		
Public Safety Telecommunication/911											●	●			●	
Technical Design		●		●	●	●		●			●		●			
Television Production Technology		●							●					●	●	●
Web Application Development & Programming												●	●			●
Welding Technology Fundamentals	●															
POSTSECONDARY/VOC DUAL ENROLLMENT																
Early Childhood Education (CCC)										●	●		●			
Machining (CCC)														●		
Patient Care Assisting (CTC)	●	●							●		●				●	

CAREER AND TECHNICAL EDUCATION COURSE DESCRIPTIONS

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
ADMINISTRATIVE OFFICE SPECIALIST					
Digital Information Technology	2	8207310X	Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills.	Practical Arts	1.0 Credit
Business Software Applications 1	2	8212120X	This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.	Elective	1.0 Credit
Business Software Applications 2	2	8212160X	This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.	Elective	1.0 Credit
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. *NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit Can earn multiple credits
APPLIED ENGINEERING TECHNOLOGY **Program Completion = 4th Science Credit**					
Applied Engineering Technology I	3	8401110X	This program provides students with a foundation of knowledge and technical experiences in the study of engineering and prepares students for postsecondary engineering programs by developing an in-depth mastery of associated mathematics, science, and technology knowledge and skills with opportunities to further their mastery of engineering-related design solutions to real world problems.	Practical Arts	1.0 Credit
Applied Engineering Technology 2	3	8401120X	This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.	Elective	1.0 Credit
Applied Engineering Technology 3	3	8401130X	The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines:	Practical Arts	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			mechanical, electrical, civil, and environmental.		
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. *NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit Can earn multiple credits
AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR					
Automotive Maintenance and Light Repair 1	3	9504110X	Introduction to the basics of automotive mechanics, including automotive systems, tools, basic service, and safety practices.	Elective	1.0 Credit
Automotive Maintenance and Light Repair 2	3	9504120X	Routine maintenance/ consumer services, in heating, air conditioning and engine cooling systems, and in engine theory and repairs.	Elective	1.0 Credit
Automotive Maintenance and Light Repair 3	3	9504130X	Diagnosing, troubleshooting electrical and electronic components related to power train and engine performance service.	Elective	1.0 Credit
Automotive Maintenance and Light Repair 4	3	9504140X	Operation and servicing of automotive brake systems, heating, air conditioning and engine cooling systems, and in the operation and servicing of manual drive trains and axles.	Elective	1.0 Credit
Automotive Maintenance and Light Repair 5	3	9504150X	Operation of steering, suspension and wheel systems, engine theory and repairs, and in engine performance service.	Elective	1.0 Credit
Automotive Maintenance and Light Repair 6	3	9504160X	Apply proficiently the diagnosis, service and repair of heating and air conditioning, refrigeration, heating, ventilation, engine cooling, operating and related control systems, refrigerant recovery, and recycling and handling.	Elective	1.0 Credit
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. *NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit Can earn multiple credits

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
CLOUD COMPUTING AND VIRTUALIZATION					
Digital Information Technology	2	8207310X	Basic overview of current business and information systems and trends. Emphasis on developing fundamental computer skills and includes the opportunity for MOS certification in Word, Excel, and PowerPoint.	Practical Arts	1.0 Credit
Computer Engineering and Support	3	8207310X	This course is designed to develop competencies needed for employment in computer operations and technology including leadership and the ability to diagnose and resolve computer problems. The content includes instruction in basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking	Elective	1.0 Credit
Network Engineering and Support	3	9001520X	This course is designed to develop competencies needed for employment in network operations and technology including leadership and the ability to diagnose and resolve systemic or network computer problems. The content includes instruction in basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking.	Elective	1.0 Credit
Essentials of Cloud Technology	3	9001530X	This course is designed to develop competencies needed for employment in computer engineering including knowledge of networking, storage, and database technologies. The content includes instruction in hardware and software and developing a functional understanding of the technologies and troubleshooting methods used to support guests in a virtualization layer.	Elective	1.0 Credit
Basics of Cloud Computing & Virtualization	3	9001540X	This course is designed to develop competencies needed for employment in computer engineering including knowledge of networking, storage, and database technologies. The content includes instruction in cloud technologies and troubleshooting methods. The content will provide a foundation for skills to analyze and resolve software and/or hardware problems; diagnose and resolve complex problems and work as a team.	Elective	1.0 Credit
Advanced Cloud Computing and Virtualization	3	9001550X	This course is designed to develop competencies needed for employment in computer engineering including knowledge of networking, storage, and database technologies. The content includes instruction in cloud technologies and troubleshooting methods. The content will allow students to demonstrate their ability to analyze and resolve software and/or	Elective	1.0 Credit

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
			hardware problems; diagnose and resolve complex problems and work as a team. Experiential learning is designed to increase students' understanding of networking protocols, operating systems, software development, web protocols, device programming, or other computing and systems paradigms.		
DIGITAL MEDIA/MULTIMEDIA DESIGN					
Digital Media/Multimedia Foundations 1	2	8201210X	This course provides competencies in presentation production issues, basic computer knowledge, illustration software, digital still photography, and photo editing software.	Practical Arts	1.0 Credit
Digital Media/Multi Media Foundations 2	2	8201220X	This course provides additional competencies in interactive presentation production, digital still photography and photo editing software, including advanced design, color modes, and fonts.	Practical Arts	1.0 Credit
Digital Media/Multimedia Foundations 3	3	8201230X	This course covers competencies in design layout software.	Elective	1.0 Credit
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid.\n\n*NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit\n\nCan earn multiple credits
EARLY CHILDHOOD EDUCATION\n**(High School Course Offerings)**					
Early Childhood Education 1	2	8405110X	Covers competencies for the 30 hour DCF mandated training and the 10 hour preschool appropriate practices course.	Elective	1.0 Credit
Early Childhood Education 2	2	8405120X	This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.	Elective	1.0 Credit
Early Childhood Education 3	3	8405130X	This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children.	Elective	1.0

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
Early Childhood Education 4	3	8405140X	Applications of competences in mentoring, workshop development, team building, advocacy, brain research and professional development prepare students to be child development specialists.	Elective	1.0 Credit
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. *NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit Can earn multiple credits
EARLY CHILDHOOD EDUCATION **(Dual Enrollment Course Offerings)**					
Early Childhood Curriculum	NA	EEC 1200X	Preparation of child learning centers through choosing and constructing learning materials used in instructing children in music, art, math, science, literacy, fine and gross motor skills. One of three courses that combined meets the CDAE requirements for the state of Florida. Music, art, math, science, literacy, and fine and gross motor. One of three courses that combined meets the CDAE requirements for the State of Florida.	Practical Arts	0.5 HS/ 3.0 PS Credits
Conflict Resolution in Early Childhood	NA	EEC 2710X	Students will learn create safe, caring and respectful learning environments for young children and their families using professional techniques. One of three courses that combined meets the CDAE requirements for the State of Florida.	Elective	0.5 HS/ 3.0 PS Credits
Assessment in Early Childhood Education	NA	EEC 1601	This course is designed to provide the early childhood professional with an overview of the importance of observation and assessment in planning developmentally appropriate programs for young children. The course covers the use of a variety of observation methods and developmentally appropriate assessment practices and instruments.	Elective	0.5 HS/ 3.0 PS Credits
Early Childhood Practicum	NA	EEC 1942X	This course provides students with the opportunity to observe children and gain experience in student teaching. Students will learn to provide a safe and healthy learning environment, as well as plan, implement and evaluate lesson plans for young children.	Practical Arts	0.5 HS/ 3.0 PS Credits

Course	State Level	Course Number	Course Description	Meets Req. for	Course Credit
HOSPITALITY AND TOURISM MANAGEMENT					
Introduction to Hospitality & Tourism	2	8850110X	The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.	Elective	1.0 Credit
Technology for Hospitality & Tourism	2	8703110	This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.	Elective	1.0 Credit
Hospitality & Tourism Marketing Management	3	8703120X	The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.	Elective	1.0 Credit
CTE Internship	2	8300430X	This course provides students with the opportunity to gain practical, first-hand knowledge in occupational clusters or industry sectors through a structured internship or on-the-job experience. This experience is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations. Internship opportunities may be paid or unpaid. *NOTE: Course enrollment is subject to school personnel approval.	Elective	1.0 Credit Can earn multiple credits
NUTRITION AND FOOD SCIENCE					
Nutrition and Food Science	2	8801101X	Content includes but is not limited to instruction in the application of biological, chemical, and physical principles of converting raw agricultural products into processed forms for human consumption and safe food preparation, handling, packaging, food storage and distribution, and related aspects of human health and safety including toxicology and pathology. Qualified students may sit for the ServSafe Food Protection Manager Exam.	4th BPS Science	1.0 Credit

EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
ACADEMICS–SUBJECT AREAS					
Access English 1 Access English 2 Access English 3 Access English 4	N/A NA NA NA	7910120E 7910125E 7910130E 7910135E	Provides integrated educational experiences for students with the most significant cognitive disabilities in reading, writing, listening, viewing, speaking, language and literature. The Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in these courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access points in English language arts contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.	English	Up to 2 Credits Each
Access Geometry	N/A	7912065E	Is intended only for students with the most significant cognitive disability. The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.	Geometry	Up to 2 Credits
Access Liberal Arts Math	N/A	7912070E	Is intended only for students with the most significant cognitive disability. The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.	Math	Up to 2 Credits
Access Algebra 1A Access Algebra 1B	N/A N/A	7912080E 7912090E	Is intended only for students with the most significant cognitive disability. The purpose of these courses is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.	Math Algebra	Up to 2 Credits Each
Access H.O.P.E. 9-12	N/A	7915015E	Enables students with the most significant cognitive disabilities to develop healthy behaviors that influence health and fitness, mental and emotional health, stress management, coping skills, disease prevention and control.	Physical Education	Up to 2 Credits
Access Chemistry 1	N/A	7920011E	Provides students with the most significant cognitive disabilities access to the concepts and content of Chemistry.	EQ Science	Up to 2 Credits
Access Biology 1	N/A	7920015E	Provides students with the most significant cognitive disabilities access to the concepts and content of Biology.	Biology	Up to 2 credits
Access Earth/Space Science 1	N/A	7920020E	Provides students with the most significant cognitive disabilities access to the concepts and content of Earth Space Science.	EQ Science	Up to 2 credits

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
Access World History	N/A	7921027E	Provides students with the most significant cognitive disabilities access to the concepts and content of Social Studies including World History, American History, American Government, and Economics with Financial Literacy.	World History	Up to 2 Credits Each
Access U.S. History	NA	7921025E		American History	
Access US Gov't Access	NA	7921015E		American Gov't	
Access Economics with Financial Literacy	NA	7921022E		Economics	
SPECIAL SKILLS COURSES					
Skills for Students who are Deaf or Hard of Hearing	N/A	7963040E	Enhances the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.	Elective	Multiple
Skills for Students who are Visually Impaired	N/A	7963050E	Provides instruction for students who have visual impairments, which affect their ability to function in the home, community, or educational setting.	Elective	Multiple
Unique Skills: Social and Emotional	N/A	7963070E	Provides instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.	Elective	Multiple
Learning Strategies	N/A	7963080E	Enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.	Elective	Multiple
Transition Planning: 9-12	N/A	7960010E	Enables students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.	Elective	Multiple
MISCELLANEOUS					
Studies for Students Who Are Gifted	N/A	7965040E	Provides appropriately individualized curricula for students who are gifted.	Elective	Multiple
THERAPY					
Physical Therapy	N/A	7966010E	Provides instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits, which substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.	N/A	N/A
Occupational Therapy	N/A	7966020E	Provides instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.	N/A	N/A
Speech Therapy	N/A	7966030E	Provides students exhibiting language/ communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for	N/A	N/A
Language Therapy		7966040E			N/A

Course	State Level	Number	Description	Meets Req. for	Course Length/ Credit
			academic learning, social interaction, and vocational success.		
CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH DISABILITIES					
Career Preparation	N/A	7980110E	Enables students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. Provides a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple
Career Experiences	N/A	7980120E	Enables students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. Provides guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple
Career Placement	N/A	7980130E	Enables students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.	Elective	Multiple
Preparation for Adult Living	N/A	7963010E	Enables students with disabilities to gain the knowledge and skills needed for post-school adult living. Domains include adult living arrangements, financial management, citizenship and community involvement, self-determination and self-advocacy, personal and social competencies, personal health and safety, and personal and career planning.	Elective	Multiple
Preparation for Entrepreneurship/ Self-Employment	N/A	798004E	Prepares students with disabilities to pursue entrepreneurship/self-employment. Students will acquire skills needed to explore their potential as entrepreneurs and develop necessary skills to plan and operate a business with support and assistance. This course is used only in the BLAST program.	Elective	Multiple

NOTE: 7000 core subject area course codes are only to be used for students with the most significant cognitive disabilities who require instruction using Florida Standards Access Points. This includes documentation that the student is eligible for use of the Florida Standards Alternate Assessment (FSAA) through the IEP process.

NON-DISCRIMINATION NOTICE

The School Board of Brevard County, Florida does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United Stated Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). If you have questions, concerns, or wish to report possible violations involving any of the above or below items, please contact either individual below for assistance:

For concerns involving the public or students, including IDEA and 504 matters contact:		For concerns involving employees or job applicants contact:
Title IX Coordinator		Director of Professional Standards and Labor Relations
Jacqueline Saxenmeyer		Karyle Green
2700 Judge Fran Jamieson Way		2700 Judge Fran Jamieson Way
Melbourne, FL 32940		Melbourne, FL 32940
(321) 633-1000, Ext. 11280		(321) 633-1000 Ext. 11265
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Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Dr. Karyle Green, Interim Chief Human Resources Officer, at 321-633-1000, ext. 11266 or Green.Karyle@brevardschools.org. In the event that the district is not able to resolve your concerns, consider contacting the Office of Civil Rights for assistance. This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print or audiotape. Student requests for this information should be made to the Office of Exceptional Student Education Program Support, (321) 633-1000, ext. 11520, at least two (2) weeks prior to the time you need the publication.